

ANALYSIS OF THE SELECTED PERIODICAL ARTICLES PUBLISHED
IN 1964 AND 1970 RELATED TO THE "SLOW LEARNER" AND
THE IMPLICATIONS FOR THE SCHOOL LIBRARY

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THE SIXTH-YEAR CERTIFICATE FOR SCHOOL
LIBRARIANS

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CHAPTER I

INTRODUCTION

In recent years a great deal of attention has been focused on the problems of the slow learner and culturally deprived citizens in the United States. Federal legislation, such as the Elementary and Secondary Education Act, the Economic Opportunity Act, and the Appalachian Regional Development Act, has been passed in order to strengthen and modify existing institutions as well as create new agencies which can reach out to the culturally disadvantaged and bring them into the mainstream of American life as productive citizens.¹

Greatly affected by the new awareness of poverty, the public library has been searching for ways to adapt its services in order to play a major role in this effort. Evidence of this search can be seen clearly in the library literature of the last five years. Over 250 articles have appeared, projecting possible new roles for libraries and librarians and describing experimental programs in

¹Carla J. Stouffle, "Public Library Service to the Disadvantaged," Library Journal, XCIV (January 15, 1969), 141.

progress. Examples of such programs are the Three B's Project at Brooklyn Public Library, the Neighborhood Library Center at New Haven Public Library, and the Reading Centers Project at Cleveland Public Library.¹

It is also noted by Harry A. Johnson that present day curricula in ghetto schools are not meeting the instructional needs of economically deprived minority youth. Their world demands a new curriculum in a newly structured learning environment. The present one is not designed for them, is not understood by them, is of little use to them, and is a major contributor to the problems of discipline and dropouts. Short on attributes that lend themselves to learning, minority youths find themselves academically and intellectually behind their suburban counterparts. Learning environments should be tailored to special educational needs, and built upon their strengths, and implemented to overcome their weaknesses. The wholesale transfer of suburban puritanical, middle class curricula to slum schools is not only ineffective but criminal.²

¹Ibid.

²Harry A. Johnson, "The Educational Needs of Economically Deprived Children," Audiovisual Instruction, XIV (December, 1969), 16.

Deprived minorities include not only the nation's blacks but Mexicans, Puerto Ricans, Indians, migrant workers, and a larger portion of whites than most Americans realize. Learning characteristics of the deprived are not inherent but results from the hopeless poverty cycle of rural or urban slum existence. This analysis is neither all inclusive nor does it apply equally to all minority youth.¹

There has been increasing concern of late with the quality of educational media materials for use with the disadvantaged. This concern has grown from the experience of four full years of intensive human resource and monetary emphasis on the needs of the children of the urban poor. Since initiation of Title I and II of the Elementary and Secondary Education Act of 1965, literally millions of dollars have been spent on media materials for the disadvantaged and billions on program activities in the same area. Professional and commercial groups, school systems and non-profit educational corporations have recently turned their attention to the area of proving appropriate, meaningful, and effective materials for the education of urban

¹Ibid.

youth. A brief recounting of these efforts may provide valuable insights for others sharing this concern.¹

During the 1968-69 school year a series of Educational Materials Workshops took place between the Educational Materials Producers' Council of the National Audiovisual Association and the staffs of seven of the largest city school systems. These workshops were co-sponsored by the Committee on Instructional Materials of the Research Council of the Great Cities. The purpose of this series of sessions was to provide the producers with an opportunity to gain firsthand knowledge of the educational problems confronting inner-city schools. During each of the weeklong workshops, industry and education sat across the table from each other and discussed ways the producers could make significant contributions toward the solution of large city school problems by preparing the educational media materials which local school leaders feel they need.²

The appropriate and effective selection of media materials for use with disadvantaged urban youth is one of the most critical tasks facing the commercial and

¹George H. Grimes, "Media Materials for the Disadvantaged," Audiovisual Instruction, XIV (December, 1969), 20.

²Ibid.

educational media community today. If we are truly to become a fully educated nation, capable of functioning in our technological age, we must have the best learning tools. More importantly, we must have materials which foster a positive self-image and support every individual in becoming all that he can be. Our present materials are constantly falling short of this goal. Let us strive to alter this situation for our own benefit and survival.¹

Programmed materials allow a youngster to learn at his own rate of speed. He builds his limited vocabulary with programmed materials, solve simple mathematical problems, learns the principles of combustion engines, or the process of local city government at his own pace -- and with no frustrating failures, no competition, no sarcasm from a teacher tired of repeating, and no threats of failure. Properly programmed materials paint for him a total picture in sequences small enough for him to handle. Immediate feedback gives him a sense of confidence and accomplishment.²

¹Ibid., p. 23.

²Ibid., p. 19.

Project Head Start is part of an effort to compensate, if possible, for the deprivation many children have suffered because of the circumstances of life into which they were born. We turn to schooling as a way of making up for this neglect and its deleterious effects because of a general assumption that what happens to children in the early years of life -- how they feel about themselves, what ideas they get about people and the world in which they live -- is basic and important for all the years to come.¹

Without making an endless "who-dunit" of the process, we must try to determine why a child is a slow learner. Our search for answers will not be the same for each nor can we expect the same results. We need to be aware of the various factors that can contribute to the problem of the slow learner. These factors include brain damage, cultural disadvantage, psychological disadvantage, low IQ, and physical defects.²

Purpose and Scope

For this study the contents of articles pertaining to the slow learner were analyzed in order to determine the

¹Barbara Biber, "Educational Needs of Young Deprived Children," Childhood Education, XLIV (September, 1969), 30.

²Regis F. Crowley, "Teaching the Slow Learner," Today's Education, LVIII (January, 1969), 48.

frequency of discussion of certain aspects of the subject. The articles which are the basis for this analysis were chosen from articles indexed in Library Literature,¹ Education Index,² and Readers' Guide to Periodical Literature³ covering the period from 1964 through 1970. This study is limited to the United States.

The purposes of this study are threefold. They are: (1) to analyze periodical literature by dates, by source, and by content from 1964 through 1970; (2) to determine the frequency of discussion of certain aspects of the subjects; (3) to ascertain through the content of the literature what applications are for the library as mentioned in the literature.

This study should be helpful to librarians and library educators who are interested in the problems of educating the economically and culturally deprived child. It can foster better understanding of the needs of the deprived child by the administrative staff and teachers

¹Library Literature (New York: H. W. Wilson Co., 1964-1970).

²Education Index (New York: H. W. Wilson Co., 1964-1970).

³Readers' Guide to Periodical Literature (New York: H. W. Wilson Co., 1964-1970).

in the school. By working with the problem pointed up in this study, and careful outside research, some of the present day problems in curriculum and curriculum materials can be alleviated.

Definition of Terms

The slow learner has been described, characterized, and profiled by numerous writers, yet a precise definition of the condition is difficult to pin down. Ostensibly he is a child in the primary or secondary school, who is unable to perform at the same rate as those in his class and consequently needs specialized treatment.¹

Limitations

Limitation of this study is the lack of an adequate interpretation of the term, "slow learner." However, the term is adequate to distinguish academically the slow group from another. The lower socio-economic groups lack many of the advantages of the middle-class culture, we do not think it is appropriate to describe them as "culturally deprived." They possess a culture of their own, with many positive characteristics that have developed out of coping with a difficult environment.

¹Raymond E. Laurita, "The Slow Learner: A Convenient Label," Education, V (November, 1967), 14.

The term "culturally deprived" refers to those aspects of middle class culture -- such as education, books, formal language from which these groups have not benefited.¹

The terms, "slow learner," "culturally deprived," and "economically deprived" are used interchangeably through this search.

Methodology

Library Literature,² Education Index,³ and Readers' Guide to Periodical Literature⁴ covering the years 1969 through 1970 were searched to locate articles related to the slow learner. These articles were read and bibliographic information was recorded on 5½ x 8½ cards.

The first step in the analysis of the articles was to draw up a checklist containing a list of indicators which were pulled out as the writer read the articles.

The next step was to read three articles and analyze the contents as an exercise in technique. The same

¹Frank Riessman, The Culturally Deprived Child (New York: Harper & Row, 1962), 3.

²Library Literature (New York: H. W. Wilson Co., 1964-1970).

³Education Index (New York: H. W. Wilson Co., 1964-1970).

⁴Readers' Guide to Periodical Literature (New York: H. W. Wilson Co., 1964-1970).

procedure was used for the remaining articles.

An analysis of the articles was made to show the number of articles published on the subject each year from 1964 through 1970. Then an analysis was made to show the number of articles found in each periodical.

A bibliography of the articles was compiled. It is arranged under the years 1964-1970 alphabetically by author or by the title of the article.

CHAPTER II

ANALYSIS OF PERIODICAL ARTICLES RELATED TO THE SLOW LEARNER, 1964-1970

Analysis of the Articles by Date

According to the periodical articles read and analyzed dealing with the slow learner 11 articles were found in periodicals published in each of the two years, 1965 and 1967. There were 10 articles found in periodicals published in each of two years, 1966 and 1969. Six articles were found in periodicals published in 1970. Four articles were found in periodicals published in 1968 which are the least number of articles found in any single year that was used in this search.

Analysis of the Articles by Source

The articles were published in two types of periodicals, library and education. Library periodicals are those which are concerned with the theory and practice of libraries and their administration and are intended to aid in the selection of books and materials. Included as education periodicals are those that stress the theoretical bases of education, the practical and theoretical aspects of teaching or serve as the official organs of education associations. These periodicals may be popular or scholarly.

The distribution of articles according to the types of periodicals are 36 in education periodicals and 20 in library periodicals.

Today's Education is the source of six articles and this is the largest number found in one publication. Library Journal ranked second with five articles. Reading Teacher, School and Community, and Top of the News contained four articles each. The American Library Association Bulletin, Childhood Education, Highpoint, and The Wilson Library Bulletin contained three articles each. Audiovisual Education, Elementary English, Grade Teacher, and Instructor included two articles each. Arithmetic Teacher, Education, Exceptional Child, Kentucky Library Association Bulletin, Library Quarterly, Michigan Education, New York Education, Pre-School Education Today, The Reading Teacher, School Counselor, School Review, and The Wisconsin Library Bulletin each contained one article (see Table 1).

Analysis of the Articles by Content

The literature related to the culturally deprived child who is frequently a slow learner for the years of 1964 through 1970 is varied in content. The 56 articles that were read contain 235 references to the slow learner. The category which is discussed most is the Instructional Program with 30 frequencies. Considering the five aspects

of the Instructional Program, Reading is the focal point in the discussion 15 times. Media Materials are the focal point of interest 10 times. English appeared six times. Book Selection as a part of the Instructional Program is discussed in four articles. Art is discussed two times and French and Science one time each.

References to the Characteristics and Identification of the Slow Learner ranked second and are identified 25 times. Preparation of Teachers for the Slow Learner followed next with 15 frequencies. Programs for the Slow Learner are treated in 12 articles. Specific aspects discussed relative to Programs are Enrichment which is mentioned 10 times, Grouping six times, and Special Classed five times.

Testing and Evaluation ranked fifth with 10 frequencies, Selection of Students to Participate in Programs for the Slow Learner is presented in nine articles, Research Studies about the Slow Learner is presented in nine articles, Research Studies about the Slow Learner are discussed six times, Reading and Reading Guidance is discussed seven times, and Finance is the focal point of interest six times.

The least discussed category is the Needs of the Slow Learner with five frequencies. However, the most

specific needs of the Slow Learner identified in the articles are treated 25 times. These specific needs of the slow learner are: Academic, scoring the highest with 10 frequencies; Motivation, scoring next with eight frequencies; Counseling and Guidance and Social and Psychological needs are emphasized six times each; Personal and Vocational needs are focused upon four times each; Recreational needs are presented three times; and Critical Thinking, the least discussed of the specific needs, is mentioned twice (see Table 2).

TABLE 1
ANALYSIS OF THE ARTICLES BY SOURCE

Periodicals	Number of Articles Located In Periodicals by Type		
	Library	Education	Total
Today's Education	...	6	6
Library Journal	5	...	5
Reading Teacher	...	4	4
School and Community	...	4	4
Top of the News	4	...	4
Childhood Education	...	4	4
Highpoint	...	3	3
The American Library Association Bulletin	3	...	3

TABLE 1 -- (Continued)

Periodicals	Number of Articles Located in Periodicals by Type		
	Library	Education	Total
The Wilson Library Bulletin	3	...	3
Audiovisual Education	...	2	2
Elementary English	...	2	2
Grade Teacher	...	2	2
Instructor	...	2	2
Arithmetic Teacher	...	1	1
Education	...	1	1
Exceptional Child	...	1	1
Kentucky Library Association Bulletin	1	...	1
Library Quarterly	1	...	1
Michigan Education	...	1	1
New York State Education	...	1	1
Pre-School Education Today	...	1	1
The Reading Teacher	...	1	1
School Counselor	...	1	1
School Review	...	1	1
Wisconsin Library Bulletin	1	...	1
Total:	20	36	56

TABLE 2

ANALYSIS OF THE ARTICLES BY SUBJECT CONTENT

Subject Content of the Literature	Frequency of Occurrence
Instructional Program	30
Reading	15
Media Materials	10
English	6
Book Selection	4
Art	2
Foreign Languages	1
Science	1
Characteristics and Identification of the Slow Learner	25
Preparation of Teachers for the Slow Learner	15
Programs for the Slow Learner	12
Enrichment	10
Grouping	6
Special Classes	5
Testing and Evaluation	10
Selection of Students to Participate in Programs for the Slow Learner and the Deprived	9
Research Studies of the Slow Learner	8

TABLE 2 -- (Continued)

Subject Content of the Literature	Frequency of Occurrence
Reading and Reading Guidance	7
Finance	6
Needs of the Slow Learner	5
Academic	10
Motivation	8
Counseling and Guidance	6
Social and Psychological	6
Personal	4
Vocational	4
Recreational	3
Critical Thinking	2
Total	230

Instructional Program

The most discussed aspect of the literature concerning the slow learner is the instructional program with 30 frequencies. The articles included materials on instructional programs in general, their establishment, subject areas, and methods of teaching employed in supporting the programs. The subjects included are: reading, media materials, English, book selection, art, foreign languages, and

science. However, media materials are not a subject area but they are used in the instructional program and are considered to be of great necessity for the slow learner in improving his self-image, broadening his knowledge of his environment, increasing his competencies in critical academic areas, and improving his communication skills.

It is the general consensus of opinion expressed in the literature that there must be alterations in school programs to meet the needs of the slow learner. Attesting to this consensus is Merle B. Karnes (51) who says that planning programs for and educating slow learners requires an individualized approach. With such an approach, slow learners can learn academic skills essential for effective daily living. It is up to the schools to respond to the challenge.

Reading. -- Reading as an aspect of the instructional program received the highest number of frequencies in the literature concerning the slow learner. It occurred 15 times as a point of discussion. Ten of these articles present discussions about the development of reading skills, remedial work in phonetics and word attack skills, the use of high-interest with low-vocabulary books, and reading comprehension.

It is the general consensus of opinion expressed in the literature that there is infinitely more to the teaching of reading than "word learning." Educators are, however, convinced that for slow learners who at best will have minimal reading vocabulary, it is of the utmost importance that time spent in learning to read be spent learning those words and ideas which are most appropriate for their day-to-day needs.

The following bibliography of high-interest with low-vocabulary books are recommended for slow learners:¹

Betts, Emmett and Welch, Carolyn M. The Language Arts Series, Pre-Primer through Third Grade. New York: American Book Company, 1949.

Dolch, Edward W. The Basic Sight Vocabulary. Champaign, Illinois: Garrard Press, 1956.

Gates, Arthur I. A Reading Vocabulary for the Primary Grades. New York: Teachers College, Columbia University, 1926.

Gray, William S., Monroe, Marion, et al. The Curriculum Foundation Series, Grades Pre-Primer through Book Three Level. Chicago: Scott, Foresman and Company, 1955.

Rinsland, Henry D. A Basic Vocabulary of Elementary School Children. New York: MacMillan Company, 1953.

¹Al Trudyman, Functional Basic Word List for Special Pupils (Pittsburgh: Stanwix House Inc., 1963), p. 7.

Russell, David H., et al. The Ginn Basic Readers, Grade Pre-Primer through Third Reader. Boston: Ginn and Company, 1948.

Thorndike, Edward L. and Lorge, I. Teacher's Word Book of 30,000 Words. New York: Teachers College, Columbia University, 1944.

There is no justification for remedial reading activities if they are not controlled by a methodology essentially different from that of other reading instruction (developmental). Remedial reading differs from other reading instruction in that it isolates and telescopes the basic skills of the typical classroom program for younger pupils, eliminates many supplementary activities, and stresses quick mastery of the phonetic and structural analysis skills.

Media Materials. -- Media materials as a part of the instructional program are discussed 10 times. So much knowledge, which was formerly available only through reading and speaking, may now be reinforced and made more meaningful by the use of mass media. The teachers of slow learning children should become acquainted with the available visual and auditory materials in their schools and communities, use them with good judgment as they meet the needs and purposes of the group by enriching the educational experiences of the children.

Harry A. Johnson (47) concludes that in order to challenge the slow learner, there needs to be provided

appropriate and effective selection of media materials for their use. If we are truly to become a fully educated nation, capable of functioning in our technological age, we must have the best learning tools.

English. -- The English language is the point of emphasis in six articles. English is the basic course in every American instructional program; yet, it has been revealed that even this basic course is not sufficiently written and organized to be of significant help to the slow learner.

According to Loughlin (23) the following techniques are helpful in giving the slow learner a boost in the use of the English language:

- (1) Create a wholesome climate that is conducive to economical and lasting learning.
- (2) Judiciously praise any sincere effort.
- (3) Use concrete materials as much as possible, especially audio-visual aids.
- (4) Show the relationship of English to success, socially and vocationally.
- (5) Do not coddle students. Insist that each student develop whatever ability he has. For his own good make him extend himself.
- (6) Vary teaching procedures. Do not lead students to water; make them thirsty.

Book selection. -- Book selection as part of the program for the slow learner is discussed four times. Parker (3) says that the materials should be fitted to the needs and capabilities of the deprived without being confining. Criteria for selection should be high, emphasizing quality in format, textual arrangement, and illustrations.

Art. -- Art for the slow learner is presented twice in the literature. Stachlecker (39) states the need for a mode of self-expression. These suggested expressions are through painting, clay and sculpture.

Creativity unfolds in slow-learning children when teachers of art understand the general characteristics of mental retardation; are sensitive to individual differences; interpret creativity intelligently and apply its components to art experiences; and allow freedom to communicate through expression.

Foreign languages. -- The teaching of foreign languages is discussed only once in regard to the teaching of French. Click (28) describes a situation in which the slow learners realized themselves that they had to learn the correct pronunciation of the English words and read well in order to use French properly. The students recorded themselves on tape, used overhead projectors for translation, and studied with the help of films, filmstrips, and tape recordings. This shows how reading skills and communication

can supplement each other with the use of appropriate and effective media materials.

Science. -- With the current emphasis on scientific living, science plays an important role in the life of every American. Science is the topic of discussion in one article. An individualized program was found to be effective for the slow learners. Quayle (55) states that this program allows each student to become involved in the processes of science in such a manner that he will enjoy a reasonable degree of success and thus develop an enthusiastic attitude.

Characteristics and Identification of the Slow Learner

The identification and characteristics of the slow learner are discussed 25 times. Proper identification of the pupils to be placed in the program for the slow learner is necessary. Counselors can spearhead school programs in identifying the slow learner by means of testing.

Testing can reveal the interest and other characteristics of the slow learner. Physical defects, short attention span, and poor retention are often distinguishing characteristics.

Mildred H. Black (6) sets forth these characteristics of the slow learner:

- (1) is relatively slow at cognitive tasks but not stupid;
- (2) appears to learn most readily through physical, concrete approach;
- (3) often appears to be anti-intellectual,

pragmatic rather than theoretical; (4) is traditional, superstitious, and somewhat religious in a traditional sense; (5) is from a male-centered culture, except for a major section of the Negro sub-culture; (6) is deficient in auditory attention and interpretation of skills; (7) appreciates knowledge for its practical, vocational ends, but rarely values it for its own sake; (8) reads ineffectively and is deficient in the communication skills generally, has wide areas of ignorance, and often is suggestible, although he may be suspicious of innovations.

According to Black (6) slow learning children are crippled in language development because of the following reasons:

They do not perceive the concept that objects have names and that the same objects may have different names. The impoverished economic conditions under which these pupils are reared with a scarcity of objects of all types and the absence of discussion which characterize the substandard home prejudice against the development of labels and of a specific name (or names) for everything.

In the disadvantaged home it seems that language usage is limited. When language is used, it is not necessarily correct grammatically. The child therefore enters school unprepared for the typical language tasks of the first grade.

According to Karnes (51) the following characteristics are attributed to slow learners as a group:

1. The slow learner tends to have more physical defects than the average child. Defects in hearing and speech may interfere with a child's learning.
2. The slow learner is consistently below

grade level in academic progress. Even when the slow learner is working at a level commensurate with his mental age, he can be expected to achieve only about the seventh or eighth grade level when he is 16.

3. The slow learner's reasoning ability is poorer than that of the normal child. He is slow to see causes and effect relationship, to make inferences, to draw logical and valid conclusions, to transfer learning, and to generalize.
4. Short attention span seems to typify this group of children. However, the short attention span is often due to poor instruction rather than a defect in the slow learner.
5. Poor retention is still another weakness of slow learners. Slow learners are noticeably below par in both immediate and delayed memory.
6. Unlike brighter children, slow learners do not learn incidentally as a rule. If they are not specifically taught, they are unlikely to learn by themselves.
7. Poor work habits and poor motivation to learn characterize slow learners, who find it difficult to persist independently until a task is completed.
8. Slow learners respond to immediate goals rather than to delayed. These children must see a reason here and now for engaging in a task. When they see no immediate, tangible need for learning the facts, they are not likely to apply themselves.
9. The slow learner has poorly developed language and communication skills. He needs many opportunities to practice language. He learns by talking about meaningful, firsthand experiences involving

what he has seen, what he has heard,
what he has done and what he plans to do.

10. Socially and emotionally, slow learners tend to be less mature than their brighter peers. Approximately 50 per cent have poor personal adjustment. Many are discipline problems. They have considerable difficulty controlling their emotions and perceiving how their actions affect others.
 11. Slow learners feel less confident less adequate than average children.
 12. They have a hard time following directions. This problem presents considerable difficulty in school.
 13. Slow learners are not as curious and creative as their more able peers.
 14. A large percentage of slow learners come from disadvantaged homes. These homes often have a multiplicity of problems that affect the child's adjustment. Poor environment can depress a child's intellectual functioning.
 15. Slow learners are capable of being followers but have limited leadership potentials.
- (Not all slow learners, of course, possess all these characteristics, but it is important to consider them in planning an instructional program for these children.)

Stachlecker (39) reported that slow learning children have less imagination, originality, judgment, esthetic appreciation and other qualities that relate to success.

Preparation of Teachers for the Slow Learner

A total of 15 articles discuss the preparation of teachers for the slow learning children in our school program and how

these children can be challenged by their teachers. It is imperative that these teachers are equipped to perform their teaching duties well.

It is generally agreed by men and women who work with slow learning children that the most important ingredient for success is the teacher's attitude.

Betty Dickerson (22) says:

The prime mover of working with the slow learning children must be love of all children including the 'unlovely'. Without this love, the teacher should not be allowed the privilege of working in this area of teaching.

Cole (19) states that understanding the subculture of our students is one of the best ways to meet the teacher's needs to develop effective teaching methods especially when the culture of the school differs from the culture of the homes from which the children come. We should familiarize ourselves with the cultural milieu of our students. Make an effort to enter into their world may be the best way to insure that their world will be broadened to include ours.

According to Osborne (54) there is no greater crime committed in classrooms than to give books written for the fourth grade level to a child who can read only at the second grade level and then to fail him because he cannot read fourth grade books.

Teachers should not keep a child in the classroom for special help in reading while the other students go to recess. The child resents the loss of his playtime, and he needs the socialization, the relaxation, and the muscle building activities. For many a slow learner recess is the only highlight in a dreary day. When, in order that he study reading, he is denied recess, his attitude toward reading becomes even more negative.

The slow learner needs to feel successful, so it is imperative that the teacher find the instructional level of the student and permit him to read materials on which he experiences success.

Program for the Slow Learner

Programs for the slow learner are discussed in 12 articles. Mahan (11) states that there should be three programs; namely, Enrichment, Grouping and Special Classes.

Enrichment. -- Enrichment as a part of the program for the slow learner is discussed 10 times. Enrichment is based on the educational experiences provided for the students. These experiences included a wide variety of optional activities, material and equipment that may help the student gain a better understanding. According to Johnson (47) programmed materials allow a youngster to learn at his own rate of speed. He builds his limited vocabulary with programmed

materials, solves simple mathematical problems, learns the principles of combustion engines, or the process of local city government all at his own pace.

Study carrels and independent learning facilities equipped with single concept 8mm film, record players, filmstrips, and color slides with earphones, lead a person-to-person excitement to learning.

Television can do much toward helping slow children identify and develop a pride in race cultural heritage and an opportunity to deal with the vast, never-ending flow of information.

Field trips give slow learning children special opportunities for observing facts about nature as well as about man.

Grouping. -- Grouping is discussed in six articles. Lanning (31) states that grouping should be done not just for academic activity but for common interest, non-academic skills and peer acceptance.

Special classes. -- Special classes are discussed five times as being one of the programs to meet the needs of the slow learner. These classes are conducted by specially trained teachers, after school, during the regular school term and more frequently during the summer months (30).

Testing and Evaluation

Included in this area are 10 discussions of testing to identify the slow learner and discussions of the types of tests administered. Some of the tests were administered to ascertain slowness, placement, interest, hobbies, aptitude, achievement, and personality traits.

Merle Karnes (51) notes that Group Intelligence Tests supplemented by cumulative records, information from parents and objective teacher observations based on a checklist of characteristics of the slow learner can identify almost every slow learner.

Evaluation, too, as reflected in eight articles, was through the medium of testing, was of two types, namely: informal and formal. Quayle (55) indicates that informal evaluation is an on-going process. The teacher can compliment a student handling equipment and materials properly or can point out any mistakes that are being made. Formal evaluation consists of two parts. First, whenever a student is ready, he takes a self-test and corrects it with the answer sheet. Second, the teacher makes a post-test evaluation to determine if a student is ready to go on to the next lesson.

Selection of Students to Participate in Programs
for the Slow Learner

Articles concerned with the selection of students to participate in programs for the slow learner involved testing five times, teachers' recommendations three times, and observation twice. Students who participate in the programs were those at the lower end of the continuum, (those who fall into the 76-95 IQ range). Levine (33) states that these students are not able to grasp concepts easily, they require more trials to memorize a fact and more concrete examples to understand a concept. If done with great skill, the teacher can actually teach the very slow child to perform with some facade of intelligence. With the use of good techniques the child can learn to use skills that will enable him to read and to add and subtract monies to satisfy such exchanges in his life-time and to write well enough to express his feelings in simple terms.

Students who participated in the program were those who needed help in classroom learning activities which involve the use of textbooks. Harrison (46) states that it is sensible to remove such student from his classroom and to teach him the necessary reading skills more rapidly than he could learn them from the classroom teacher, who must continue to give some of her time to other students who can read respectably well.

Research Studies on the Slow Learner

Discussion of research studies on the slow learner are concerned with characterizing and identifying the slow learner. Four of the eight articles studied emphasize assessing the various programs for the slow group to ascertain what has been done and also to learn how to satisfy the needs more adequately.

A major focus in education today is upon the achievement levels of children from the large urban pockets of poverty ridden homes in cities throughout the nation. Through the use of speech and hearing personnel in programs such as Head Start, public school speech clinicians and other speech and language specialists have become involved in efforts to ameliorate some of the adverse effects of this environment. The scope of this social and educational problem is emphasized by Riessman (48) who estimated that one-third of the children in the 14 largest cities of the United States are culturally deprived.

During the past two years, the New Haven (Connecticut) Public Library (14) has made some basic discoveries in working with slow learners:

1. Children do not do as well under total permissiveness in pre-K as they do when they know there are controls.
2. Elaborate equipment and a wide range of materials do not stimulate creative

activity as much as do a few fairly common and familiar items that do not puzzle the child.

3. A slow start is vital. A few weeks or months must be allowed for children of limited advantage to get used to the idea.
4. The program is a loss unless it is based on some sort of verbalization or expression, even though it may be a poorly pasted picture of a dog.
5. Encouragement of thought -- any thought is important.

Reading and Reading Guidance

Reading and reading guidance for the slow learner are discussed in seven articles. Speed and comprehension are discussed three times and the importance of developing reading skills is discussed four times. The librarian and teacher, too, play a role in guiding the student to the most suitable reading material at the proper time.

Teaching reading is a complex process that requires patience, understanding, and materials by someone who is creative and able to motivate children. Many children develop difficulties in the early stages of their reading because they have a poor language background. They have not been exposed to reading materials or good communication in the homes which will help them relax and express their ideas clearly and freely.

Ponder states (15) that:

It seems of paramount importance that we accept the language of the slow learning child. To be "accepting," however, does not indicate a reluctance to "build on" or improve the language habits and skills of the slow learner for fear of alienating him from his family and/or peers.

Finance

Finance is emphasized six times as being significant in the establishment and efficient operation of an instructional program in the school. Grimes (54) reports that since the initiation of Titles I and II of the Elementary and Secondary Education Act of 1965, literally millions of dollars have been spent on media materials for the slow learner and billions on program activities in the same area. Professional and commercial groups, school systems, and non-profit educational corporations have recently turned their attention to the area of providing appropriate, meaningful, and effective materials for the education of the slow learner.

Needs of the Slow Learner

This category concerns the needs of the slow learner in general and is discussed five times. It is stressed that the needs of the slow learner are no different from the needs of the gifted or the average. These needs include academic ability; motivation; counseling and guidance; social and psychological, personal, vocational, and recreational needs and the ability to think critically.

Academic. -- An awareness of the needs of education for the slow learner is expressed through the literature. Of the specific needs of the slow learner, the academic need received the highest number of frequencies. It is discussed 10 times.

According to Breiter (17) teachers react primarily to the academic inadequacies of slow learning children, rather than their values. He found that teachers are less favorably inclined toward slow learners even when their school achievements are good. Furthermore, he observed that slow learners accurately perceived the teachers' rejection of them. The teachers' negative image of the slow learner is reflected in a lowering of the child's self-perception or self-image, as well as affecting his academic achievement and classroom behavior.

Motivation. -- Motivation is discussed in five articles, is as necessary for the slow learner as it is for the average and gifted students. Dr. Frank Lanning (31) says that the problem of motivating the slow learner is not basically different from motivating the average child, but it does take somewhat more thought. Motivation and purpose still are developed by good teaching.

Counseling and guidance. -- In the counseling and guidance program of the school, proper identification of students is

significant as discussed in six articles. These articles discuss the role of the counselor in the school and the role of the librarian and the teacher. The school counselor assists in the process of identifying the slow learner through individual psychological studies. Besides identifying students, the counselor must establish good rapport with the students.

According to Weissman (35) we need to take a fresh look at our guidance and counseling approach, we need to realize and anticipate the needs of our counselee, we must be aware of the real problems and the consequences of our relationship. We must be willing to analyze all of the multiple facets of personality and environment of the counselee which indicate that we are sincerely trying to help him.

Weissman (35) also indicates that there is not right or wrong way to counsel these youngsters. What works with one may not work with another.

We have developed five postulates for guiding these youngsters:

1. Establish a frame of reference in terms of a person, place or thing which will give some indication of previous background; will help give vital clues for diagnosing the real problems, and establish vitally needed rapport.
2. Anticipate needs of the counselee in terms of what he is trying to tell you and any unusual changes in behavior that may occur in the counseling relationship.

3. Be aware of the real problems that have affected the child's behavior and the consequences that may be caused by your developing relationship.
4. Thoroughly analyze the problems and be prepared to deal with the consequences.
5. Act by:
 - a. Contemplating first and establishing a plan of action next.
 - b. Thinking through expeditiously all possibilities and consequences.
 - c. Meticulously following every course of action and every step which might help the counselee realize he is actually being helped to help himself adjust to his life situation more effectively.
 - d. Persevere and follow up every road which will open the door of the counselee and enable him to pursue an effective program of rehabilitation.
 - e. Continuously evaluate the courses of action you have pursued and their effects on the counselee and re-analyze and re-adjust your course of action as conditions change.

Social and psychological needs. -- Social needs are emphasized four times and psychological needs are cited twice. Osborne (54) states that in order for the slow learners to perform well in their classroom activities they must feel secure socially and satisfied psychologically. Parents, peer groups and the total environment all play a role in the stabilization of the deprived children's behavior.

Personal needs. -- Personal needs are discussed in four articles. The school counselors are equipped to deal with the personal needs of the slow learners. Harrison (46) concludes that most slow learners are starved for praise and personal attention because they have received so little.

Vocational needs. -- Discussion of the vocational needs of the slow learner are related to counseling and guidance in four articles. As one of the services of the school counselor, he surveys the vocational possibilities with the student and aids him in making the best choice according to interest, ability, and demand. Again, testing is employed to ascertain interests and abilities.

Foy (50) states that these students need a realistic curriculum that will enable them to take their place in the community, get a job and keep it, and raise a family just like the rest of us even if they are not good readers.

Recreational needs. -- Recreational needs of the slow learner are met by the extra-curricular activities of the school program as shown in three articles. These activities range from classroom programs to physical education and reading. Summer camps and institutes have proven quite effective as expressed by Calhoun (27).

Critical thinking. -- Critical thinking is stressed by English teachers in two articles (23) in an effort to promote

the English program. In the elementary school, teachers of art reminded their students, as recorded in two articles, to give special thought before painting their pictures.

CHAPTER III

IMPLICATIONS FOR THE SCHOOL LIBRARY

In light of the discussion on the previous chapters concerning the intensified emphasis on educating the slow and the deprived and meeting their needs in particular, this chapter is devoted to discussing the implications for the school library as reflected in the literature.

The school library vitalizes the curriculum. It lies at the very root of the new philosophy of individual differences. The library is the heart of any program of socialized effort and individual responsibility.¹ Children like to find things for themselves. They will search through many books in preparation for debates or themes often discovering new interests. The school Curriculum deals with major subjects. The new things and borderline interests which do not fall into the formal courses are often more interesting to the child than the regular work. The school library provides for this liberating and widening interest.

¹National Education of the United States Department of Elementary School Principals, Elementary School Libraries, National Education Association, Washington, D. C., 1933, p. 141.

Besides maintaining a collection, the school library is designed to support the school curriculum and program. It is organized to provide a maximum of enriching and stimulating experiences for all students. The resources of the library play an important role in providing for slow learners by enriching their background of learning through programmed materials, audio-tapes, films, color slides, and filmstrips. The library provides the proper equipment for the use of these materials.

Currently, educators and laymen alike are focusing attention on this long neglected group, the slow learner. This group can be motivated and even challenged by the library and its resources.

Now that it has been established that the library is equipped to serve the slow learner, we can begin discussing what the librarian can do to enhance the operation of the program. Most important of all is the atmosphere created by the librarian and staff. It is the school librarian who must develop the atmosphere and services of the library in such a way that the library will become a place which students will enjoy using because of its pleasing and friendly atmosphere. This is particularly important in the elementary school where children are getting their first extensive experience with the library. Its general atmosphere should be such that a child will remember with pleasure his moments spent there.

The bulletin board, artistically presented and arranged, can become the most important publicity device used by the librarian. The ultimate aim of every display placed on the bulletin board is to further the child's interest in books and reading.

Madelyn Martin (52) states that pupil participation in planning and arranging bulletin board displays should be encouraged. Being a part of the class through committee work, discussions, displays, and sharing will give the slow child a sense of belonging. Being put in charge of interest corners, reading centers, or games will give him a sense of importance. Instead of being mere custodial helpers, these children can serve as library assistants, members of safety patrols, clinic and office helpers. Each slow child can be assigned to help another child who is somewhat slower than he is in one subject area.

The librarian is specially trained to serve the library clientele. She fills many roles in the school library. She is media specialist, librarian, counselor, teacher, administrator, and artist, to mention a few of the librarian's functions. In trying to serve the slow learner, the librarian is faced with a problem in trying to identify them. This, of course, engages her services in counseling and reading guidance. However, she does have at her disposal cumulative records, and tests to which she can turn to aid her in identifying

the slow learner. From the student, she can learn of his likes, dislikes, interests, hobbies, and aspirations and begin the program of guidance from there.

Since the slow learner is said to be a poor reader, has poor study habits, lacks ability to comprehend, lacks ability to retain, has a short attention span, has more physical defects than the average child, and is difficult to motivate, how can the librarian give assistance to this child? She can help in the following ways:

1. Provide an adequate number of books with high interest and low vocabulary.
2. Select a maximum of audio-visual materials which provide enriching and stimulating experiences (filmstrips, sound films, charts, records, games, cartoons, maps, globes, pictures, and tapes).
3. Provide library instruction to teach the use of the library as well as the use of its tool.
4. Maintain classroom collections which are varied in scope, pertinent to units of instruction and which are easily assessable.
5. Provide study carrels and independent learning facilities equipped with single concept 8mm film, record players, filmstrips and color slides with earphones, and lend a person-to-person excitement to learning.

According to Esser (20) there are two approaches to the problems of the slow learner that a librarian can make -- the direct approach, which involves joining with community action agencies to develop and carry out an overall strategy; or the

indirect approach, which involves modifying traditional library operations to meet the demands and capacities of the slow learner while fostering a better understanding of cultural deprivation on the part of the more prosperous patrons.

Esser (20) also states that in order to take direct action, a library should become an integral part of the local community action program. This means that school librarians must make certain that the organizers of local anti-poverty programs are aware of the resources libraries have to offer in the war on poverty. A final comment on the contributions which libraries can make to the community is this: Do not overlook a source of assistance that has great potential -- the Economic Opportunity Act itself. It authorizes neighborhood youth corps projects, a work-study program for college students, a work-training program for unemployed adults, a domestic Peace Corps, and other programs, all of which provide the library with multiple opportunities for securing unskilled or semi-skilled assistance without significant cost to the library.

Allen (16) reports that the library can open up new vistas for the slow learning children. We must not assume, because a child or parent or family is deprived, that they cannot make use of or cannot be served by the library. The

librarian needs to reach out into the community, into the deprived areas, into the slum areas and bring to these people rich resources that are there. To do this will require innovation and change in the development of materials and books and the presentation of book and non-book materials. The librarian can play a central role in attacking the problems of the slow learner, of those who suffer from prejudice, of those who are disadvantaged and unable to keep up with their peers. Like the school, the library will need to adapt to these conditions of the times and to reach out if it is to serve.

Winnick (36) states that a growing number of librarians are demonstrating ways of extending service to their total clientele with financial assistance from federally supported programs. From Title I have come such well known innovative programs as the Queens Borough (New York) Public Library, Operation Head Start Program for preschool children and their mothers, Cleveland Public Library's Reading Centers Project for adults, and the expanded community coordinator program of the Brooklyn (New York) Public Library.

The dramatic successes of the Economic Opportunity Amendments have proven to be the Neighborhood Youth Corps (NYC), provided for in Title I, and the Head Start Program, provided for in Title II (the Community Action Program).

Librarians have been involved in both programs, as employers and trainers of the 9th through 12th grades and 16 through 21 year-old youth in the NYC and as volunteer supporters that are suppliers of materials and programs for the pre-schoolers enrolled in Head Start, their parents, and the professional and volunteer staff.

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